



W B GOODWIN ELEMENTARY

5501 Dorchester Road
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	625 Students	
Principal	Diane Ross	843-767-5911
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Good
2007	Below Average	Good
2006	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

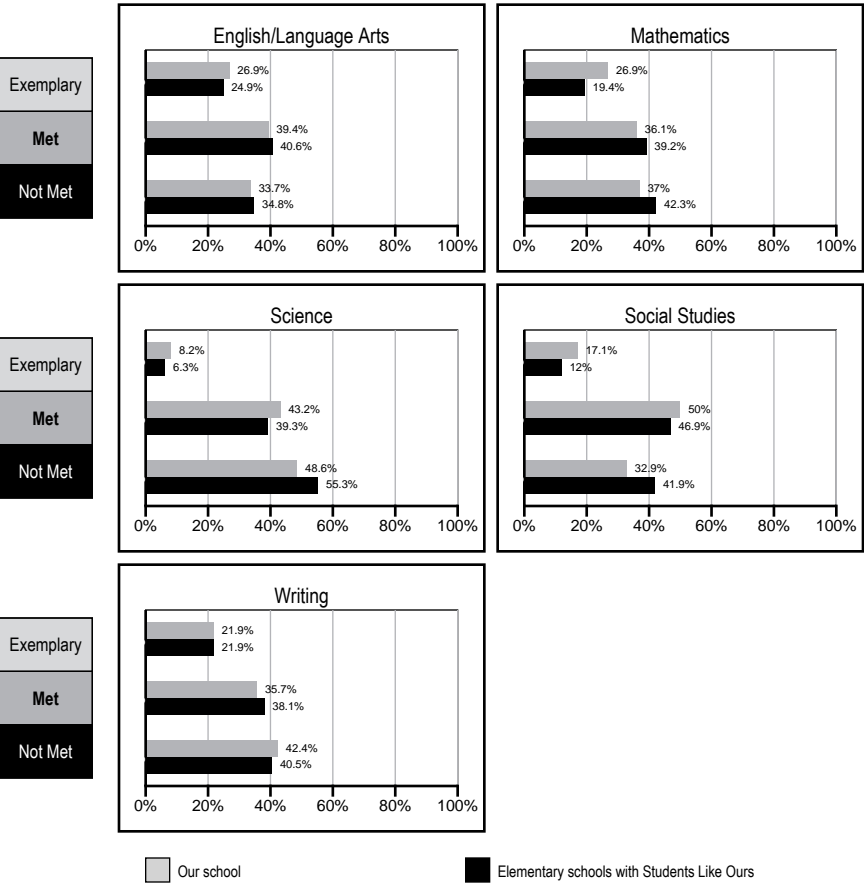
96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	80	57	23

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=625)				
First graders who attended full-day kindergarten	97.2%	Down from 100.0%	100.0%	100.0%
Retention rate	0.0%	Down from 1.7%	1.5%	1.2%
Attendance rate	96.3%	Down from 96.6%	95.9%	96.1%
Eligible for gifted and talented	2.8%	Up from 1.6%	4.4%	11.7%
With disabilities other than speech	4.0%	Up from 3.5%	8.4%	8.0%
Older than usual for grade	0.0%	Down from 0.5%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	49.0%	Down from 49.1%	60.0%	60.5%
Continuing contract teachers	64.7%	Up from 52.8%	78.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.1%	Up from 81.2%	83.5%	87.0%
Teacher attendance rate	98.0%	Up from 95.7%	95.4%	95.4%
Average teacher salary*	\$41,240	Down 1.0%	\$45,504	\$47,288
Professional development days/teacher	13.8 days	Down from 14.0 days	10.6 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	14.2 to 1	Down from 14.7 to 1	17.1 to 1	19.2 to 1
Prime instructional time	94.0%	Up from 91.6%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,025	Up 0.8%	\$8,757	\$7,548
Percent of expenditures for instruction**	73.8%	No Change	68.1%	68.7%
Percent of expenditures for teacher salaries**	71.5%	Up from 69.0%	62.5%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The faculty and staff of W. B. Goodwin Elementary have defined specific educational goals as we continue our journey toward academic excellence. It is important for teachers, students, and parents to know and understand each child's level of understanding and collectively develop plans to help every student make Adequate Yearly Progress (AYP). We are benchmarking student progress by analyzing various data periodically that include Measures of Academic Progress (MAP) for kindergarten through fifth graders, Dominie for kindergarten through third graders, Stanford 10 for first through third graders, and the DIAL 3 for child-development students. The administrators, teachers, and students update goals after each assessment. Celebrations occur as the students meet their goals, and new goals are then developed or, in some cases, revised. Teachers use the data in making instructional decisions so that they can continue to meet the needs of all students. Through our CORE process, interventions are implemented and monitored to be sure we continue to serve our children appropriately.

The SC State Standards and the CCSD Coherent Curriculum are the blueprints for our instructional planning and delivery. We set challenging goals for our students because we believe that "high expectations result in exemplary performance." Grade-level teachers meet with the principal and Instructional Resource Teacher on a weekly basis to discuss student progress.

This past year, Goodwin Elementary made AYP and moved from Below Average to Average on the State School Report Card. The emphasis placed on relationships with students and their families, rigor and relevance, and student responsibility has resulted in improved student achievement for students in all ethnic groups. We are excited that twenty percent of our student body is Hispanic and we now have two ESOL teachers on campus to support these students and their families. Everyone at Goodwin makes a commitment to all children so they know and feel success. We know that our students have great potential and we are committed to helping them reach that potential.

The principal has an open door policy to ensure a school climate that is friendly and inviting. It is essential to work together as we move forward to guarantee the success of all Goodwin Elementary students.

Diane Ross, Principal
Marzel Thomas, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	34	59	34
Percent satisfied with learning environment	76.5%	93.2%	85.3%
Percent satisfied with social and physical environment	88.2%	88.1%	91.2%
Percent satisfied with school-home relations	44.1%	86.4%	82.4%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 15 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.3%	0.0%	No
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	230	100	33.7	39.4	26.9	79.3	85	83.5	Yes	Yes
Gender										
Male	131	100	37	38.7	24.4	76.5	81.6	80.1	N/A	N/A
Female	99	100	29.2	40.4	30.3	83.1	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	19	100	15.8	15.8	68.4	89.5	95.3	89.6	I/S	I/S
African American	170	100	34.8	42.6	22.6	77.4	75.2	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	40	100	39.4	36.4	24.2	81.8	80.1	79.6	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
Disability Status										
Disabled	15	100	71.4	7.1	21.4	42.9	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	39	100	39.4	36.4	24.2	81.8	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	215	100	35.1	39.2	25.8	78.9	76.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	230	100	37	36.1	26.9	76.4	81	80.4	Yes	Yes
Gender										
Male	131	100	37.8	32.8	29.4	76.5	78.9	78.4	N/A	N/A
Female	99	100	36	40.4	23.6	76.4	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	19	100	15.8	21.1	63.2	89.5	94.5	87.8	I/S	I/S
African American	170	100	40	38.1	21.9	74.2	68	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	40	100	36.4	36.4	27.3	78.8	77.2	78.3	I/S	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
Disability Status										
Disabled	15	100	64.3	28.6	7.1	42.9	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	39	100	36.4	36.4	27.3	78.8	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	215	100	37.6	37.6	24.7	75.8	70.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	161	100	48.6	43.2	8.2	51.4	67.4	67.3
Gender								
Male	88	100	45.7	42	12.3	54.3	66.2	66.9
Female	73	100	52.3	44.6	3.1	47.7	68.5	67.7
Racial/Ethnic Group								
White	13	100	15.4	23.1	61.5	84.6	89	79.6
African American	118	100	53.3	45.8	0.9	46.7	46.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	29	100	44	44	12	56	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	12	100	N/A	N/A	N/A	9.1	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	28	100	44	44	12	56	58.2	58.6
Socio-Economic Status								
Subsidized meals	150	100	49.3	43.4	7.4	50.7	49.3	55.4

Social Studies								
All Students	162	100	32.7	50.3	17	67.3	73.8	70.9
Gender								
Male	93	100	34.5	47.6	17.9	65.5	72.3	70.1
Female	69	100	30.2	54	15.9	69.8	75.3	71.7
Racial/Ethnic Group								
White	14	100	14.3	50	35.7	85.7	90.1	79.2
African American	124	100	36.3	50.4	13.3	63.7	58.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.3	86.8
Hispanic	24	100	25	50	25	75	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	12	100	N/A	N/A	N/A	63.6	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	23	100	25	50	25	75	66.7	68
Socio-Economic Status								
Subsidized meals	151	100	33.6	48.9	17.5	66.4	60.2	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	229	100	42.2	36	21.8	57.8	75	72.1	96.3	95.7
Gender										
Male	133	100	49.2	35.2	15.6	50.8	69.1	65.2	96.1	95.5
Female	96	100	32.6	37.1	30.3	67.4	81	79.2	96.6	95.8
Racial/Ethnic Group										
White	19	100	26.3	31.6	42.1	73.7	91	80.8	94.7	95.8
African American	169	100	44.6	35	20.4	55.4	60.2	59.7	96.3	95.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.2	87	97.9	97
Hispanic	40	100	38.2	44.1	17.6	61.8	63.7	64.6	97.1	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
Disability Status										
Disabled	15	100	86.7	6.7	6.7	13.3	28.4	27.7	95.5	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	39	100	38.2	44.1	17.6	61.8	63.5	63.7	97	96.3
Socio-Economic Status										
Subsidized meals	213	100	43.9	35.2	20.9	56.1	61.1	61.9	96.3	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	95	100	26.8	30.5	42.7	73.2
	4	70	100	44.6	35.4	20	55.4
	5	69	100	19.7	65.6	14.8	80.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	77	100	31	35.2	33.8	69
	4	93	100	34.5	40.5	25	65.5
	5	60	100	35.8	43.4	20.8	64.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	95	100	31.7	36.6	31.7	68.3
	4	70	100	32.3	47.7	20	67.7
	5	69	100	41	45.9	13.1	59
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	77	100	42.3	36.6	21.1	57.7
	4	93	100	31	39.3	29.8	69
	5	60	100	39.6	30.2	30.2	60.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	48	100	35.7	54.8	9.5	64.3
	4	70	100	43.9	51.5	4.5	56.1
	5	34	100	N/AV	N/AV	N/AV	69
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	38	100	65.7	28.6	5.7	34.3
	4	93	100	42.9	50	7.1	57.1
	5	30	100	44.4	40.7	14.8	55.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	47	100	25	47.5	27.5	75
	4	70	100	24.6	53.8	21.5	75.4
	5	35	100	21.9	53.1	25	78.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	39	100	37.8	45.9	16.2	62.2
	4	93	100	26.2	54.8	19	73.8
	5	30	100	46.2	42.3	11.5	53.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	96	100	32.5	36.1	31.3	67.5
	4	70	100	37.5	46.9	15.6	62.5
	5	70	100	37.1	41.9	21	62.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	77	100	47.9	35.6	16.4	52.1
	4	92	100	35.3	37.6	27.1	64.7
	5	60	100	45.3	34	20.8	54.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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